

Manatee County Public Schools

Palmetto Elementary School



2015-16 School Improvement Plan

Palmetto Elementary School

834 7TH ST W, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	C	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a safe, diverse community where all children can grow intellectually, socially, and emotionally through quality education and student engagement while becoming optimistic and unique builders of their future.

Provide the school's vision statement

Through the use of Florida Standards, twenty first century learning strategies, and differentiated instruction, Palmetto Elementary will increase student achievement. Utilizing Positive Behavior Support, district initiatives, and community involvement, Palmetto Elementary will become one of the top academic performing schools in Manatee County and the State of Florida.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Palmetto Elementary conducts Open Houses, Family Nights, and Parent Education Seminars. Teachers conduct conferences with parents, and develop strategies through their Professional Learning Communities for building relationships with dual language, low income students. Teachers conduct ELL tutoring, after-school enrichment programs, Homework Clubs, mentoring of individual students, and testing boot camps. Teachers take a proactive approach to assist students in need, both in school and at home. Teachers also attend student extracurricular activities or awards programs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Palmetto uses Positive Behavior Support to create an environment of safety and respect for all students. Our Student Support Specialists, Dr. Aaron Weicht and LeeAnn Fronckowiak, use a proactive, check-in approach to help keep our ESE or frequent behavioral students on an even keel. Students wear uniforms, which eliminates adversity due to income. Before school, all students meet in the cafeteria to eat breakfast, then the specials team groups third - fifth graders for some social time with their peers before going to their classrooms. After school, the dismissal of students is conducted in an orderly fashion, with teachers leading students to their designated areas. When dismissed, parents meet students at specific locations on and off campus. Administrative team members remain in high profile locations around campus. This improvement in the dismissal process has increased safety and has satisfied parent and community concerns. Palmetto Elementary also has a full time School Resource Officer.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Using the PBS system, all students learn P.A.W.S. expectations, and teachers incorporate their classroom rules into the expectations. Students and staff recite the PAWS expectations every morning after the Pledge of Allegiance on the morning news. The students receive Tiger Paws tickets

for positive behavior, which they can redeem either in their classrooms, or on monthly school-wide turn-in days. Administration is involved with providing special rewards to students. PBS expectations and strategies are listed under the parent tab on our school website. Dr. Weicht, and the PBS team created a matrix for teachers to follow when determining consequences for behaviors in their classroom. The Student Support Specialists are the next resource should a student's behavior disrupt the learning environment. Referrals will be written as needed, and administration is always involved in this process., Parent contact will always be made to keep them involved in the process. Teachers use communication with the parents through daily planners to help develop individual plans for students as needed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Guidance Counselor is utilized to meet with students when they need to discuss situations that are making them uncomfortable either at school or home. Along with the Guidance Counselor, administration, teachers, the Social Worker, Behavioral Specialists, School Psychologist, Student Support Specialists, and Graduate Enhancement Technician make sure that the MTSS process is being followed for academic and behavioral concerns. Tere' Delarosa, our home-school liaison, provides many parent involvement activities to make sure that our Spanish speaking parents do not feel alienated from their child's education. Stephanie Ilich, our ESOL coordinator, works with the students to make sure that they are not feeling frustration due to possible language barriers. Kathy Frey, our ESE Resource Specialist, works with our ESE Teachers and Aides to make sure that these students are having their basic needs met, as well as any academic needs (such as remediation). We have several local counseling agencies that work with students on an individual basis. Administration responds to parent concerns in a timely manner, and makes sure that the resolution is in the best interest of the student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Palmetto Elementary uses FOCUS, School City, and iReady as our student data systems. our early warning indicators include attendance, tardies, behavioral referrals, and academic proficiency. We also look at migrant and ELL status, along with prior course/assessment history when focusing on our warning indicators.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	7	9	11	4	8	44
One or more suspensions	0	1	1	3	3	4	12
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	1	2	3	2	12

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Graduate Enhancement Technician and Social Worker work with students and parents to make sure that they are making it to school on time, and daily. Resources are provided if needed, and incentive and check-in programs have been initiated for students.

Student Support Specialists, Guidance Counselor, School Resource Officer, and Administration work together to make sure that students are following behavior procedures and behavior improvement plans as written. Positive Behavior Support is used throughout the entire school to improve behaviors through positive reinforcement and incentives.

Interventions and MTSS are used for academic concerns. iReady, SRA and other diagnostics are used to monitor student progress. Teachers meet weekly to monitor students progress, and school data meetings are held monthly to monitor progress of all activities.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Palmetto uses the district ePIE system to acquire, foster, and retain business partners in the Palmetto Community. The mayor and community leaders have also met with administration and provided a list of community stakeholders who are willing to work with the school. Beth Campbell, Assistant Principal, and Marisa Nadeu, Registrar, work together as business partner coordinators for the school. Mrs. Delarosa also contacts parents for volunteer opportunities and family involvement events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Mealor, Michelle	Principal
Campbell, Beth	Assistant Principal
Weicht, Aaron	Dean
Fronckowiak, LeeAnn	Administrative Support
Frey, Kathleen	Teacher, ESE
Nguyen-Pham, Cindy	Instructional Coach
Surette, Kathleen	Guidance Counselor
Wiegman, Helen	Instructional Coach
Chang, Marisol	Attendance/Social Work
Williams, Vickie	Administrative Support

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Michelle Mealor and Beth Campbell serve as the ILT Coordinators
 Dr. Aaron Weicht is the behavioral support specialist, in charge of PBS and behavioral MTSS tiers
 LeeAnn Fronckowiak is the ESE behavior support specialist.
 Stephanie Ilich is the ESOL Chair, responsible for ELL testing and data management
 Cindy Nugyen-Pham is the Reading Coach, responsible for teacher PL and support, as well as T3 students
 Helen Wiegman is the Math Coach, responsible for teacher PL and support, as well as math T3 students
 Kathleen Surette is the Guidance Counselor, in charge of ESE, 504's, and MTSS
 Kathy Frey is the ESE Chair, responsible for ESE testing, data, MTSS, and student study referrals
 Tere Delarosa is the Family Liaison Chair, responsible for coordinating family events, and helping to translate for parent conferences
 Tracy Williams (K), Elizabeth LaGasse (1), Beverly Hunt (2), Cherelyn Bolt (3), Alana Monestime (4), Brittani Bomar (5), and Karl Sidnam (Specials) are all teacher representatives responsible for tracking and disseminating student data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Palmetto Elementary has developed a structured, data driven process by which all stakeholders assess and instruct students.
 The teachers meet weekly in both PLC and data meetings to identify and track student progress and discuss instructional and intervention/enrichment. Intervention groups are fluid.
 The leadership team meets monthly prior to administrative data team meetings to triangulate the progress of key students (ESOL, behavioral, ESE). Following this meeting, the grade level data teams bring their student information and meet with administration to discuss student academic progress. These meetings focus on the key students, as well as strategies that might need to be refined or changed to ensure student success.
 The ILT meets biweekly to focus on the successes and challenges that are occurring within the school.

The MTSS/RtI leadership team meets on a weekly basis to to review data and monitor the RtI process, then MTSS support members meet with grade level teams to assist with student needs. Weekly grade level team meetings are conducted with teachers to ensure quality instruction, discuss effective interventions, and monitor student learning and performance.

FUNDING:

Title I, Part A: Additional Staff, Home School Liaison, Supplemental Materials, Parent Activities, Extended Day Program, Extended Planning, Staff Development, and Technology.

Title I, Part C- Migrant

Bi-Lingual Parent Liaison

Title I, Part D

N/A

Title II

Training of Core Instructional Programs

Conferences

Title III

Migrant Parent Liaison

Instructional and Parental training and support

Educational Support through District personnel

Title X- Homeless

Project HEART

Social Worker

Supplemental Academic Instruction (SAI)- Provide reading materials and resources for Extended Day in reading instruction.

Violence Prevention Programs: Bullying Prevention Program, Palmetto Elementary P.A.W.S program for positive behavior support, and Character Education

Nutrition Programs

Palmetto Elementary is a member of the National School Lunch Program (NSLP) is a federally assisted meal program operating in public and non-profit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

The program was established under the National School Lunch Act.

Palmetto Elementary participates in the FRESH program. This is a USDA program that provides fresh fruit and vegetables throughout the day. The school receives funds to order fresh fruits and vegetables for use outside of the cafeteria.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Bell	Parent
Michelle Mealor	Principal
Tere Delarosa	Teacher
Blanca Trejo	Parent
Pastor Steve Goudy	Business/Community
Stephen Prucnell	Business/Community
Kathy Frey	Teacher
Douglas Marston	Business/Community
Minnie Rivera	Education Support Employee
Diosclina Renteria	Parent
Erika Sosa	Parent
Petrona Andres	Parent
Rosana Sanchez	Parent
Veronik Rodrigues	Parent
Maria Pena	Parent
Alejandra Resendiz	Parent
Maria Centeno	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC uses the first or second meeting of the year to review the School Improvement Plan and make determinations if goals were met, or if there are still goals that will need to be carried over. With this data, the SAC develops the goals for this year's School Improvement Plan. Data is not yet back from the state to review academic goals, however we did discuss that there was a reduction in referrals of 60% due to school-wide implementation of PBS. This year's goal is to reduce referrals another 30%. We will continue our current academic goals in reading, math and science, and alter as needed once the DOE releases final assessment scores.

Development of this school improvement plan

The SAC has reviewed our goals for the year and have agreed that our goals of improving reading, math, writing, and science are accurate. They will provide input on the budget, and will review this school improvement plan before it is submitted.

Preparation of the school's annual budget and plan

The SAC will vote how school improvement funds will be used, and will review the school's annual budget as presented. The committee makes suggestions how funds can be used for professional learning, student incentives, and instructional resources.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be used for purchasing instructional materials for benchmark review and test preparation.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Mealor, Michelle	Principal
Campbell, Beth	Assistant Principal
Nguyen-Pham, Cindy	Instructional Coach
Barfield, Jennifer	Teacher, K-12
Bolt, Cherelyn	Teacher, K-12
Evans, Jene	Instructional Media
Frey, Kathleen	Teacher, ESE
Hardesty, Patricia	Teacher, K-12
Nickerson, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The role of this team is to disaggregate the school data and bring it back to the grade level teams. The team analyzes student achievement, and creates school-wide strategies for reaching proficiency and making learning gains. The team then works with the grade level teams to implement these strategies. The team also suggests professional learning activities that might be beneficial to the staff. The team will continue to work on reading strategies, differentiation for student needs, and developing common core strategies to prepare for the Florida State Assessments. The team is also working to bring programs, such as for International Literacy Day, into the school community (involving community members where appropriate).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have requested, and been given, open lines of communication at the school, clear expectations of their performance, and the ability to meet together to use their data and plan for student success. Teachers meet weekly in PLC's and team data meetings. The instructional leadership team meets monthly. These two teams work with the teachers to make sure that the correct instructional strategies and interventions are being used to meet student academic needs. Teachers use collaborative planning, ongoing progress monitoring, and common assessments to ensure academic achievement. Administration works tirelessly to ensure a positive morale among staff members. The "Sunshine Club"

was initiated to allow teachers to meet monthly for fellowship, sharing of ideas, and to celebrate successes or personal accomplishments.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

School leadership will engage in comprehensive interviewing processes to ensure the recruitment of highly qualified teachers:

The method of recruitment is defined based on the need. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our school not only from the State of Florida university system but also out of State.

First year teachers work under the watchful eye of their district mentor, and are assigned a veteran "paw pal" teacher from the staff. We also provide professional development and training opportunities. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Team Leaders and veteran teachers take on the role of mentors. They make themselves available for planning, share lesson plans and instructional strategies, model lessons, and give positive feedback. Administration conducts walk-throughs and also provides feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The School District of Manatee County follows the Florida Standards, and adopts the curriculum that is used in our core content areas. The district also uses its administrative support teams to create curriculum maps that are distributed to all teachers within the district. These maps are aligned to the standards, and include references to the standards. Grade level teams use the curriculum maps and other resources to plan their instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data from progress monitor assessments and classroom instruction to group students according to need. The students are provided intervention or enrichment depending on their skill level. ESE and ELL students in our school work with the ESOL or ESE teacher, aides, and use prescriptive language or corrective reading programs as one of their interventions. Grade levels split their students during intervention and extended hour times according to needs, and individual teachers provide small group instruction, close reading, and other differentiated strategies during their content area instruction to ensure each student is learning. Student groups are fluid, so that we can use the data to regroup as needed and track academic success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,800

School-wide hour of supplemental reading using a research based reading program with best practices for lesson implementation. Students are grouped according to their performance level on the initial placement exam, and move fluidly from group to group as dictated by their academic needs.

Strategy Rationale

By using research based instructional strategies, teachers will find it easier to provide intervention or enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mealor, Michelle, mealorm@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected from summative and formative assessments aligned to the instruction delivered as well as benchmark assessments and progress monitor assessments from the district level. Data is analyzed by the school data team and discussed through grade level teams for purposes of instructional grouping. Students demonstrating a need to be accelerated or remediated are quickly identified and appropriately placed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Established working relationship with Headstart, VPK, EPK, and local daycare/childcare providers to assist incoming students on the procedures and protocols for elementary. Kindergarten Roundup in the spring before Kindergarten and Back to School Night for parents and incoming students to meet teachers and become accustomed to school environment. Parent information nights for fifth graders getting ready to transition to middle school. District sponsored summer programs and school Title 1 money help students prevent summer slide (learning loss) and introduce them to next year's curriculum.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 23% of students are proficient in ELA, and 18% are proficient in math according to the September, 2015 iReady Standard view. By May, 2016, a minimum of 50% of Palmetto students will demonstrate proficiency in ELA and Math, as measured by the iReady Diagnostic Assessment. Also by May, 2016, at least 40% of fifth grade students will demonstrate proficiency on the Science FCAT.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 23% of students are proficient in ELA, and 18% are proficient in math according to the September, 2015 iReady Standard view. By May, 2016, a minimum of 50% of Palmetto students will demonstrate proficiency in ELA and Math, as measured by the iReady Diagnostic Assessment. Also by May, 2016, at least 40% of fifth grade students will demonstrate proficiency on the Science FCAT. 1a

 G072170

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	
ELA Achievement District Assessment	
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- School City Data Management System
- Professional Learning Opportunities
- iReady
- Saxon Phonics
- Wonders Reading Curriculum
- GoMath Curriculum
- Top Score Writing
- Reading and Math Coaches
- District Instructional Specialist
- Graduate Enhancement Technician and Social Worker
- STEM Lab with dedicated Science Teacher
- SRA
- Imagination Station
- Fountas and Pinnell Running Records
- Accelerated Reader
- Flocabulary and Brain Pop
- VMath Intervention and Online Instruction
- ESOL Resource
- Parent Liaison hosting Parent Information Nights
- Grade Level Collaborative Planning Sessions
- Before and After School Homework Club
- After School Tutorial
- After School Enrichment Program
- Saturday Test Prep "Boot Camps"
- SIOP Instructional Strategies

Targeted Barriers to Achieving the Goal 3

- Students lack basic vocabulary skills and background knowledge
- Absences and tardies limit the amount of instruction

Plan to Monitor Progress Toward G1. 8

Student attendance records on FOCUS and Quarterly Assessment Data

Person Responsible

Michelle Mealor

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Assessment Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. 23% of students are proficient in ELA, and 18% are proficient in math according to the September, 2015 iReady Standard view. By May, 2016, a minimum of 50% of Palmetto students will demonstrate proficiency in ELA and Math, as measured by the iReady Diagnostic Assessment. Also by May, 2016, at least 40% of fifth grade students will demonstrate proficiency on the Science FCAT. **1**

 G072170

G1.B1 Students lack basic vocabulary skills and background knowledge **2**

 B188171

G1.B1.S1 Teachers are involved in professional development to learn how to incorporate SIOPIOP strategies to make learning more visual for ELLs **4**

 S199635

Strategy Rationale

This will provide teachers with more instructional strategies and resources to improve academic vocabulary for ELLs.

Action Step 1 **5**

iReady Diagnostic

Person Responsible

Michelle Mealor

Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Evidence of Completion

student data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walk-throughs

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teachers working with intervention groups, and using SIOP "expectation" strategies

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress Monitor student achievement

Person Responsible

Michelle Mealor

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student iReady Data (quarterly growth)

G1.B3 Absences and tardies limit the amount of instruction 2

B188173

G1.B3.S1 Graduate Enhancement Technician, Social Worker, and Parent Liaison will work with students, teachers, and parents to help reduce tardies and absences, and to ensure student success. 4

S199638

Strategy Rationale

Instructional time will improve with increased attendance, students will gain a willingness to attend school, and academic proficiency will increase.

Action Step 1 5

Graduate Enhancement Technician will identify target students, communicate with parents, and provide incentives or resources for improved attendance.

Person Responsible

Marisol Chang

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monthly reports to administrative team; Incentive chart in cafeteria; assessment data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

GET will report at monthly leadership meetings, teachers will report on attendance issues, and quarterly assessment data will be reviewed.

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monthly attendance form; assessment data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

If attendance and/or tardies have not improved by January, 2016, then we will re-evaluate and improve the program.

Person Responsible

Marisol Chang

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monthly attendance reports; assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	iReady Diagnostic	Mealor, Michelle	8/18/2015	student data	6/1/2016 quarterly
G1.B3.S1.A1	Graduate Enhancement Technician will identify target students, communicate with parents, and provide incentives or resources for improved attendance.	Chang, Marisol	8/24/2015	Monthly reports to administrative team; Incentive chart in cafeteria; assessment data	6/9/2016 monthly
G1.MA1	Student attendance records on FOCUS and Quarterly Assessment Data	Mealor, Michelle	8/24/2015	Assessment Data	6/9/2016 quarterly
G1.B1.S1.MA1	Progress Monitor student achievement	Mealor, Michelle	8/24/2015	Student iReady Data (quarterly growth)	6/1/2016 quarterly
G1.B1.S1.MA1	Classroom Walk-throughs	Mealor, Michelle	8/24/2015	Teachers working with intervention groups, and using SIOP "expectation" strategies	6/1/2016 monthly
G1.B3.S1.MA1	If attendance and/or tardies have not improved by January, 2016, then we will re-evaluate and improve the program.	Chang, Marisol	8/24/2015	Monthly attendance reports; assessment data	6/9/2016 monthly
G1.B3.S1.MA1	GET will report at monthly leadership meetings, teachers will report on attendance issues, and quarterly assessment data will be reviewed.	Mealor, Michelle	8/24/2015	Monthly attendance form; assessment data	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 23% of students are proficient in ELA, and 18% are proficient in math according to the September, 2015 iReady Standard view. By May, 2016, a minimum of 50% of Palmetto students will demonstrate proficiency in ELA and Math, as measured by the iReady Diagnostic Assessment. Also by May, 2016, at least 40% of fifth grade students will demonstrate proficiency on the Science FCAT.

G1.B1 Students lack basic vocabulary skills and background knowledge

G1.B1.S1 Teachers are involved in professional development to learn how to incorporate SLOP strategies to make learning more visual for ELLs

PD Opportunity 1

iReady Diagnostic

Facilitator

Administration

Participants

Teachers

Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	iReady Diagnostic				\$437.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Palmetto Elementary School	School Improvement Funds		\$437.00
			<i>Notes: Monies will be used to purchase materials for tutorial and test prep Saturday boot camps.</i>			
2	G1.B3.S1.A1	Graduate Enhancement Technician will identify target students, communicate with parents, and provide incentives or resources for improved attendance.				\$0.00
					Total:	\$437.00